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ABSTRACT

The purpose of this study was to describe the content and structure of the thinking of four experienced, but "ordinary," preschool teachers in the area of children's emotions and emotional development. Each study participant had taught in the New Garone Pre-Kindergarten, one of the first New York State Experimental Pre-Kindergartens, for 20 or more years, and all had similar racial and ethnic backgrounds. The results of the study indicated that the four teachers studied did organize their thinking about young children's emotions and emotional development. Their thinking can be considered an implicit or subjective theory in that it is accessible to them, it is stable, it is structured, and it influences their behavior. The findings of this study have implications for the interaction of developmental psychology and education, for curricular programs that promote emotional development in young children's classrooms, and for the work of teacher educators and supervisors in early childhood education. The study concludes that two aspects of the teachers' knowledge system set it apart from scientific or formal theories of emotions: their theory begins with the emotional nature of the child, and emotions are not considered quickly passing passions, but long term underlying processes. (Contains 32 references.) (ND)

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TEACHERS' UNIQUE KNOWLEDGE SYSTEMS: THE IMPLICIT THEORY OF EMOTIONS OF EXPERIENCED PRESCHOOL TEACHERS[1]

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RATIONALE AND PURPOSE

The purpose of this study was to describe the thinking of four experienced, but "ordinary," preschool teachers in the area of emotions and emotional development. It was undertaken on the assumption that how teachers think affects what they do. It was also undertaken in the spirit of NIE panel 10 that "to advance the development of theory a series of individual studies that identifies the implicit and explicit theories used by teachers in practice including the analysis of commonsense constructs in needed (NIE, 1997p.33)." Research from this perspective reflects an alternative paradigm to an early form of research that aimed to link teacher personality characteristics to actions in the classroom (Dunkin & Biddle, 1974; Pope, 1993). The aim of the study was to uncover the content and structure of teachers' thinking about children's emotions and emotional development in order to increase our understanding of teachers as active meaning makers and teaching as a complex profession.

The teachers have been called "ordinary" in the sense that Elbaz (1990) uses the word, as teachers who have neither been nominated as exemplars, or expert pedagogues, nor compared to novice teachers. The research methods used made room for them to express their thoughts from their own perspectives and have allowed the researcher to "uncover and give legitimacy to the extraordinary that is within the ordinary (p.28)." Cutler, Doris, Ruth and Sara do indeed represent the "extraordinary within the ordinary." Each

[1]Presented as a roundtable : Teacher Development: Core Subjects and Beliefs about Students.

CS 213 754

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of them has taught in the same preschool setting for twenty or more years. Each volunteered for this study as a way to make a final contribution to the field as they retired in June, 1991, as well as a way "to talk about their practice." In addition all four teachers had similar educational experience as well as being of similar racial and ethnic backgrounds.

The New Garone Pre-Kindergarten was one of the first New York State Experimental Pre-K's, and in addition to having a stable teaching staff has also had the same Director for its first 25 years. Nan, the director, feels that children's emotions have always been important in this program. Therefore Cutler, Doris, Ruth and Sara were chosen for this study because they offered the researcher the opportunity to examine individuals within the same setting. The longevity of their service together, and the importance of emotions in their educational setting allowed the researcher to look at not only the thinking of individuals, but also at the social influence of the setting on their thought. Yinger and Hendricks-Lee (1993) state that "knowledge is not solely a matter of mind and person, but one of relationship and place (p.101)." It was the researcher's belief that by structuring this study in this way, that the results could than be used to expand the research into preschool teachers' thinking about emotions, by considering the thinking of preschool teachers of different racial and ethnic backgrounds as well as examining the effect of experience on teacher's thinking.

The researcher was herself an experienced preschool teacher, but one who has worked in more settings than the participants. In addition, she was a doctoral candidate at a major research graduate school of education in a near-by large city.

Cutler, Doris, Ruth and Sara's thinking about emotions and emotional development can be considered to show both their beliefs about students and their thinking in a core subject area, as historically curriculum in early childhood education has been viewed as the application of scientific principles derived from the field of child development and emotional development has had a prominent place early childhood curriculum (Caldwell, 1984, Delaney, 1988, Weber, 1984).

THEORETICAL FRAMEWORK AND METHODS

Research in teacher thinking is carried out using different theoretical perspectives, aims and methods. This research was carried out based on an

organic view of mind, a transactional view of learning, and a constructivist view of knowledge(Soltis, 1981). It shared the following central assumptions with other research in teacher thinking: (1) The world is real, but individuals vary in their perceptions of it. (2) An individual's conception of the real world has integrity for that individual. (3)Teachers use the way they conceptualize the world to explain and plan their teaching. (4) Teachers test their conceptualizations and modify them in light of such testing (based on Pope, 1993). This study used open-ended interviews, an interview based on Kelly's(1955) constructive alternativism, supported by participant observation.

OPEN-ENDED INTERVIEWS. This interview emerged from a review of the literature on teacher thinking, the historical place of emotions in early childhood curriculum, and theories of emotions. After I had become familiar with each classroom, the teacher and I agreed on a day and session (A.M. or P.M.) for an observation which became the basis for the open-ended interview. The interview had three main sections. At first each teacher was invited to tell me what stood out for them about children's emotions and emotional development in the observed session. The teachers' responses were usually about things that happened latter in the session. After we had exhausted their recollections, I would describe incidents from my notes about things that had happened early in the session. Usually, this description included verbatim pieces of dialogue. This helped the teachers remember early incidents. It often also simulated the teachers' recall of other incidents. The second part of the interview was three sets of semi-structured questions. The first was about the four basic emotions that research has shown preschoolers are able to identify; happy, sad, angry and afraid. The second question was about children who were experiencing emotional difficulty. The third question concerned sources of the teachers thinking about emotions. Finally, I brought up what seemed to be to be incidents about emotions that I had described in my field notes during the other observation.

The interviews were audio-taped and transcribed by an outside typist. All interviews were conducted within 24 hours of the agreed on observation. Questions about the teachers' background were also distributed at the time of the open-ended interview.

KELLY REP GRID AND INTERVIEWS

Kelly's theory of Constructive Alternativism or personal construct theory starts with the assumption that it is basic human nature to predict and control the environment; that "each man contemplates in his own personal way the stream of events upon which he finds himself(1955, p.3)." Kelly further postulates that people discriminate one aspect of their world from another by means of bipolar opposites which he calls *constructs* . The first construct of Cutler, one of the study teachers, is a good example of how constructs looked in this study. It was; "needs help expressing needs vs. articulate."

The repgrid is a technique for eliciting thinking from a person's own perspective and for examining that thinking for the relationship of ideas to each other. The bipolar nature of constructs allowed Kelly, and those that applied his work to education, to develop methods of analysis based on a grid and matrix analysis. The matrix consists of elements: the names of the children in each teacher's class, and constructs. Constructs were elicited using the "triadic method," where the teacher was presented with the names of three children at a time and asked to say in what ways two of the three children were alike in terms of their emotions or emotional development and how the third child was different. The teacher was asked to label each pole thus elicited. Sara labeled two children "happy," and the third child "glum" as her first construct. As each teacher became more comfortable with the process, she usually moved into the "full context sort", in which the names of all the children in the class were used to elicit constructs. When a grid was completed, the teacher designated which pole was the 1 pole and which pole the 5 of the construct. She then ranked each child from 1 to 5 on each construct.

The repgrid sessions were audiotaped and transcribed as there were rich conversations in each interview which illuminated both the teacher's constructs and nonconstruct thinking about emotions (Bannister & Saloman, 1975; Pope & Keen, 1981; Thomas & Harri-Augstein, 1985). Each teacher's repgrid was focused using the Arithmetic Sum of Differences method (Kelly, 1955; Thomas & Harri-Augstein, 1985). A confirmation interview followed.

FOLLOW-UP INTERVIEWS

The focused repgrid, plus material gained by another preliminary analysis of the teachers' open-ended interview and the non-grid material in the repgrid interviews was used to from questions for the follow-up interview. Categories used for the follow-up interview were emotional states and the major "emic" categories from each teacher's interview.

PARTICIPANT OBSERVATION

Data was also used from field notes recorded during my 3 month stay in the New Garone Pre-K.

DATA ANALYSIS

A process of recursive reading, coding , sorting and defining of the material from the 3 interview protocols resulted in a my identification of a core belief for each teacher and subsidiary beliefs in her own words. The identification of the core belief and the other material was determined by its appearance in more than one interview, or in several unrelated places in the same interview, thus using a sort of rough triangulation. I sent this to each of the case study teachers for her comment. The teacher's response and a return to the audio tapes for each teacher resulted the final draft of each teacher's thinking in her own words.

The second round of recursive analysis of the interviews showed that I needed to deepen my analysis of the repgrid. Using Kelly's(1995) writings, work on the application of his theory(Bannister & Main, 1968, Snow, 1980; Thomas & Harri-Augstein, 1985) and published articles by Oberg(1987) and Anning(1988), I identified additional modes of analysis and adopted them to the particular questions of the study.

Both sources were than used to identify each teacher's thinking. Finally the paradigmatic categories of Hunt and Sullivan(1976) derived from Lewin(1936) which allow a comparison of theories within and between psychology and education were used to ascertain if their thinking contained the categories deemed to be universal.

RESULTS

The results of the study indicate that the four experienced preschool teachers studied did organize their thinking about young children's emotions and emotional development. Their thinking can be considered as an implicit

or subjective theory in that it (1) is accessible to them, (2) is stable, (3) is structured and (4) influences their behavior(Kelly, 1955; Krause, 1986; Rosenberg, 1976).

Figure 1 summarizes the thinking of each of the teacher's as theory. The top box summarizes her core belief. Read vertically, her theory is then summarized using the paradigmatic categories of Hunt and Sullivan.[2] While each teacher's theory contained all of these elements, each element did not have the same importance to each teacher. Therefore the elements are listed in the order of the importance found in each teacher's theory. Thus the reader can see that children as active agents in their own emotional development is the most important idea in Cutler's implicit theory, while the home environment as a place of nurturance fulfills this function for Doris. The teacher as an interventionist in the form of giving attention is central to Ruth's thinking, while the nature of emotions as bodily excitation is themost important idea in Sarah's theory.

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[2] Hunt and Sullivan(1974) proposed that all theories of both Psychology and education have core ideas about person, behavior and environment. They further postulated that theories can be described in these terms and that comparisons can be made between theories by stipulating how these elements interact and then comparing across theories.

[Figure 1]
Summary of Each Teacher's Thinking as Theory

Cutter	Doris	Ruth	Sara
Core Belief. **Children**: Competent, but sometimes unaware of own competence. **Teacher:** Trustworthy, provides structure. **Emotion Phenomena**: Safe and competent.	**Core Belief.** **Children**: Need to feel safe, and loved. **People in Home Environment:** Fill children's need. **Phenomena**: Feelings about self and the world. Safe, secure, trust, empathy	**Core Belief.** **Children**: Need emotional nurturance. **Teacher:** Fill Children's emotional needs. **Emotion Phenomena**: Independence, Acceptant, Cooperative.	**Core Belief.** **Children**: Sensitive **Group and Emotions in Stories:** Give thickened skin and ability to be rejected and not feel thwarted. **Teacher: Emotion Phenomena**:
People. **Children**: Active in emotional development. **Teacher:** Takes initiative and times intervention.	**Environment.** **Home:** Emotionally nurturant gives children a true sense of themselves. Emotionally unstable gives an insecure identity. Emotionally deprived chameleon like identity. **Classroom:** Consistent and permissive gives feelings of trust and safety.	**People.** **Teacher:** Interventionist in the form of giving attention.	**Nature of Emotion.** bodily excitation. Disruptive. To be ignored.
Environment. Interpersonal, relational, dynamic	**People.** **Children:** Active in emotional development contributing to their own emotional adjustment. **Teacher:** Catalyst especially by providing the environment.	**Process of Emotional Development.** Teacher intervention, chronological age and experience changes negative emotions and characteristics into positive characteristics.	**People.** **Children:** Emotionally fragile, need security. **Teacher:** Facilitate acceptance by the group.
Nature of Emotion. Specific emotions subordinate to the process of becoming a separate independent person.	**Nature of Emotion.** Specific emotions associated with the quality of having emotional needs met.	**Nature of Emotion.** Secondary focus. Negative emotions interfering.	**Environment.** Group, routines, and expectations
Process of Emotional Development. Negative feelings transformed into more positive	**Process of Emotional Development.** Interaction with the environment.	**Behavior.** Outward sign of inner processes.	**Process of Emotional Development.** Adjusting behavior by find a friend or getting with the emotions in stories. Develops thickened shell Getting involved with another person's feelings
Behavior. Changes when children are ready to integrate and assimilate teacher intervention	**Behavior.** Identity affects the way need is expressed, the ability to go outside of self, learning, and relating to others.	**Environment.** Interpersonal, relational.	**Behavior.** Associated with high emotional activity, to be ignored. Associated with low emotional activity, to be cajoled.

CUTLER, DORIS, RUTH AND SARAH SPEAK ABOUT EMOTIONS

Cutler's core belief of children as competent but sometimes unaware of their own competence and her belief in the role of the teacher as trustworthy and providing structure is best seen in her description of "self-starters" as children who "know what they want to do" and are eager to do it. She goes on to say:

> You can be very bright, aware and still feel lousy inside and not think you can do anything. Much of it is demonstrating to yourself that you can do something..... I provide the structure to get the child to demonstrate to himself competencies and power....And then allow the kid to take off and experiment and elaborate...so that the kid then sees that "I can be creative."...And the kid starts to develop a sense of himself....(Initial and follow-up interviews)

The emotion phenomena[3] in Culter's thinking are safe and competent. Her words tell us that a child who "knows what they want to do" and does it feels competent. In Cutler's theory you have to feel safe, to "trust yourself, the group and the teacher" before you can discover your own competence. One can tell with Cutler, as with all the teachers, that specific emotional phenomena flow from her deeper beliefs about children and the process of emotional development. For Cutler, specific emotions are subordinate to the process of becoming a separate, independent person.

Doris views children differently, but her thinking also starts with her beliefs about the child. For Doris identity is developed by the way a child's emotional needs are met. The people in a child's home environment give the child the emotional nurturance they need so that the child develops a true sense of themselves. Children from an unstable home environment develop an insecure identity, while children from an emotionally deprived environment develop a chameleon like identity.

> It's such a given! The emotional comes first!...I think kids being egocentric, have to know that they are being cared for. Once that is taken care of, then they can go outside of themselves and learn and relate and develop social skills and cognitive abilities....It's

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[3]The term emotion phenomena is used to indicate the teachers' thinking and to distinguish it from formal theories of emotion , since one of the major findings of the study is that teacher s think differently than do psychologists.

> really unrelated to economic background...somebody in that kid's background thought that kid was great.... Every kid has a right to the minimal conditions necessary for growth: safety, security, love and nurturing....Because if they don't feel safe all of their psychic energy and intellect is going to be pinned down in that little area.
> (Initial interview and Follow-up interview)

One sees from these works the specific emotion phenomena for Doris of safe and secure. Trust and fear are also important to Doris, emanating from children's feelings about themselves and the world, or more correctly from their identity. Doris sees the emotion phenomena of empathy, "feelings of what you do affects how another person feels" as the fruit of the process of the development of identity. Children who have not been emotionally nurtured at home don't have "any physic energy left over to care about people."

The teacher plays an important role in children' emotional development in setting up an permissive environment that is consistent, where children can grow in trust of the environment and themselves and come to see that they are not responsible for their unmet emotional needs. While the trustworthiness and consistency of the interpersonal environment is important both in the home and the classroom, the home environment is more important to Doris.

Ruth believes that children need emotional nurturance and that it is the teacher's role to fill children's emotional needs. She expresses it this way:

> I think each child has a need without question...I suppose needs an adult, that's what the need is; an adult to help teach, to help reassure, and sometimes the physical assistance for whatever it is they need to do.... I think sometimes we all get caught up in trying, and trying to compensate, to fill in the spaces, to fill in the gaps. There's always the knowledge that we really can't. Although we individualize, I think there' a limit to how we can individualize...You know you can't fill up that space. [Yet] I think for each of us, the kid we do it with is different because of what goes on.
> (Initial Interview)

In Ruth's theory teacher intervention, chronological age, and experience change negative emotional characteristics like unfriendliness, acting out and non-cooperation into friendliness, acceptance and cooperation.

Emotion phenomena are secondary to the process of emotional development, although negative emotions are seen as interfering with the process.

Sarah believes that children have very sensitive emotional natures. For her the group and exposure to emotions in stories gives children a thickened skin and the ability to be rejected an not feel thwarted. Sarah sees children's emotional growth as a developmental process of moving away from being involved with "Mom" to getting involved with another person's feelings. Finding a friend, getting involved with the group and getting involved with the emotions of the animal characters in stories are analogous markers of the underlying process of reaching out to others beyond the parent-child relationship. Participation in this process gives children a "thickened shell". This portion of Sarah's initial interview develops her thinking on this point.

> By the end of the year, children are really feeling strong...They will have certain strength form the things they can do and what they know. They will hopefully have a certain strength in knowing how to deal with certain feelings that they have.
>
> Ellen: Like what type of feelings?
>
> Sarah: Like feeling left out. I don't know who can deal with that. That's a hard one. But, I see when a child does that and I try to put him with somebody to help be a member of that group. Because that's a lousy feeling. Some people that start feeling that way at four, just never get away from it. They very quickly feel that way. It's a lousy way to live!
>
> By the end of the year, they're really very close. From 17 children who in general...usually don't know each other at all and have come from a very sort of contained home/family environment. Here they are in another group that has rules ...It eventually makes it's own...traditions almost... has it's own things they laugh at. A social group, an emotional group. (Initial Interview.)

The nature of emotion has a prominent place in Sarah's theory. Unlike the other three teachers at New Garone, she equates emotions with bodily excitation. This for Sarah is one of the prime causes of unacceptable behavior .She finds this disruptive and to be ignored. Sarah's view of the teacher's role also differs from her colleagues, she facilitates acceptance by the

group and facilitates individual children's emotions by her expectations for all children., not by her close interaction with them.

THE TEACHERS IMPLICIT THEORY AND FORMAL/SCIENTIFIC THEORIES OF EMOTIONS

Formal or scientific theories of emotions can be defined in various ways because of the multiplicity of theoretical assumptions guiding the work; however there is a broad consensus that a scientific theory of emotions needs to include the following features: (1) a definition of emotion; (2) a statement about the relationship of bodily state and/or the internal physiology of the body to emotion; (3) a statement of the relationship of emotion to awareness or cognition; (4) a statement of the relationship of emotion to behavior or action (5) an understanding of how emotions are expressed by the person and understood by others; and (6) a statement of the role of maturation and learning in emotion, or a placement of the theory within the developmental context (Arnold, 1960a, 1960b; Dienstbier, 1978; Izard, 1977).

Figure 2 compares the four study teachers' implicit theory and formal or scientific theories of emotion. The research was conducted on the basis of a naive or commonsense perspective about the definition of emotion. It was assumed the teachers would define emotions as emotional states.

Figure II

Comparison of Case Study Teachers' Implicit Theories and Scientific Theories of Emotions

Feature	Cutler	Doris	Ruth	Sara
(1) Definition	No	No	No	No
(2) Physiology	No	No	No	No
(3) Cognition	Yes	Yes	Yes	Yes
(4) Behavior	Yes	Yes	Yes	Yes
(5) Emotional Expression	Unclear	Unclear	Unclear	Unclear
(6) Developmental Context	Yes	Yes	Yes	Yes

As the comparison in Figure 2 indicates, that assumption was wrong. The thinking of the experienced early childhood teachers has emotional states present but they do not structure their implicit theories by attributing emotional states to their students. Their core belief about the emotional nature of children structures their theories. In fact, Sarah's theory is the only one in which the nature of emotion plays a significant role and even in her thinking it is not specific emotional states, but emotion in general that is significant.

The essentially different starting place of the four experienced teachers and formal/scientific theories of emotion also can be seen in the second category. Since the teacher's don't start with the nature of emotion but the nature of the child, their theories do not contain any view of the physiological basis of emotion.

The features of cognition, behavior and developmental context are three areas of overlap between the implicit theory of emotions of the experienced preschool teachers and formal/scientific theories of emotion. For all the teachers the relationship of emotion to behavior or action is very strong. Cutler, Doris and Ruth look at the specific behaviors that they associate with emotions to understand underlying emotions processes because they believe that these processes effect long-term change in the child. One could summarize the beliefs of these three teachers about the relationship of emotion to behavior as: The process of emotional development produces changes in children's behavior allowing them to engage with both the educational and the interpersonal environment of the classroom. Sarah looks for the immediate, observable behavior of children, because she uses it for prediction of the immediate emotional state and as an indicator of how that behavior can be controlled. A statement of her belief about the relationship of emotions to behavior might be: The process of emotional development dampens emotional excitation and changes immediate emotional behavior this allows children to get involved with the emotions of others, and facilitated emotional growth.

As the above statements indicate, all of the teachers have a developmental perspective on emotions. They all view the child's present behavior in relation to future growth. However their conception of development is narrow and limited to growth within the classroom during the children's time with them. Even Doris who sees the home environment

as such a potent determinate of emotions, focuses on the school as the context of emotional growth. Additionally, all the teachers see emotional development as an interpersonal process, though each of them sees the specifics of the process slightly differently. Both Cutler and Doris see growth fueled by the interaction of forces within the child and the environment. Ruth views the force for change as solely from within and while Sarah places this force outside the child.

The feature of cognition is present in Cutler, Doris and Ruth's thinking, but not in Sarah's. For Cutler, Doris and Ruth there are ideas about how self-assessment, or appraisal influence specific emotion phenomena. Though these ideas are not prominent in their thinking, each of these teachers see children as agents of their own emotional responses and appraisal as not only a cognitive process, but also as a cause of emotions. Interestingly the one feature that is absent form all four teacher's thinking is an understanding of how emotions are expressed by the person and understood by others.

INFLUENCE OF THE SOCIAL SETTING ON TEACHER THINKING

Yinger and Hendricks-Lee(1993) state, "knowledge is not solely a matter of mind and person, but one of relationship and places(p. 101)." Cutler, Doris Ruth and Sarah each has a distinct theory of emotions, yet the similarities of relationships and places are also apparent. Cutler, Doris and Ruth are all friends outside of the New Garone Pre-K. They all state that the quality of the collegial relationship between the teachers the quality and interaction at staff meetings contributed to their beliefs in this area. It is striking that Sarah does not share the out of school friendships, nor the view of the staff meetings as collegial and the fact that her thinking is the most different of the teachers. However despite these differences there are striking similarities. All the teachers; theories emanate from their beliefs about the emotional nature of the child, they all believe in a developmental, interpersonal view of emotional growth. All the teachers have a narrow, school center context for emotional growth.

Averill(1983, 1990), identified five abstract metaphors for scientific theories of emotions. Examining the teachers' thinking in light of these abstract metaphors it can be seen that the thinking of three of the four

teachers falls within the drive and phenomenological traditions. According to Averill emotions in the drive tradition are seen as driving forces of vital energy, while emotions in the phenomenological tradition are seen as inner feelings. Sarah's connection to one of Averill's metaphors is harder to place, since she does not see herself as dealing with emotions, yet has strong ideas about the emotional value of the group, she may not have thought about emotions as much as her three colleagues and therefore not organized her thinking into a form that can be easily classified.

Placement of the case study teacher's thinking within the Drive tradition has connections to the history of ideas in early childhood education. Understanding children's behavior as being strongly motivated by emotions in an important aspect of the way psychoanalytic theory was interpreted for early childhood educators(Weber, 1984). This synchrony might also be expected from the staff development agenda of the New Garone Pre-K which support this interpretation. The uncovering of evidence of thinking from the Phenomenological tradition is interesting. Since Phenomenology has not been a theory with strong theoretical and historical connections to early childhood education, the presence of ideas about appraisal of self and others as a source of emotions can be attributed to the process of building unique implicit theories where your own beliefs, what you learn from outside interact with you experience of children in the action context of the classroom to form a unique theory.

EDUCATIONAL IMPLICATIONS

The findings of this study have implications for the interaction of developmental psychology and education, for curricular programs that promote emotional development in young children's classrooms and for the work of teacher educators and supervisors in early childhood education.

It would be sound for any collaboration of people outside the classroom with individual classroom teacher to begin with an assessment of how the teachers are making sense of any subject matter, but especially such a subjective area as emotions and emotional development. This study and others that are uncovering teaching as a complex task where teacher behavior is based on integrating ideas from inside the classroom and school with ideas from the outside into a stable, structured whole, indicates the need to have ways of bringing ideas to the surface and using them in work with teachers.

The very tacit nature of most teacher's implicit theories point out how difficult this can be. Here teacher educators, and supervisors can be helpful in fostering the kind of reflection that allows teacher to make their implict beleifs more explicit.

Two aspects of the teachers' knowledge system set it apart from scientific or formal theories of emotions: That their theory begins with the emotional nature of the child, and that emotions are not quickly passing passions, but long term underlying processes. These very different starting points obvioulsy need to be taken into consideation in any dialogue between educators and developmental psychologist. The teachers' beleif that children are active agents in their appraisal and generation of emotons, as well as their view of the interaction between emotions and cognition, which does not seem to come from their education or the staff development activities of the New Garone Pre-K, a kind of knowledge is often called the "wisdom of practice", shows how that wisdom might inform formal theories of emotions. The fact that these elements became part of their thinking without contact with Phenomonolcial theories of emotions and may have predated the fomal theory inducates that the knowledge may flow both ways and that there may be ways arrive at a shared body of knowledge.

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